



## BALLENTINE ELEMENTARY

1040 Bickley Road  
Irmo, SC 29063

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	739 Students	
<b>Principal</b>	Robin W. Bright	803-476-4500
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8116
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

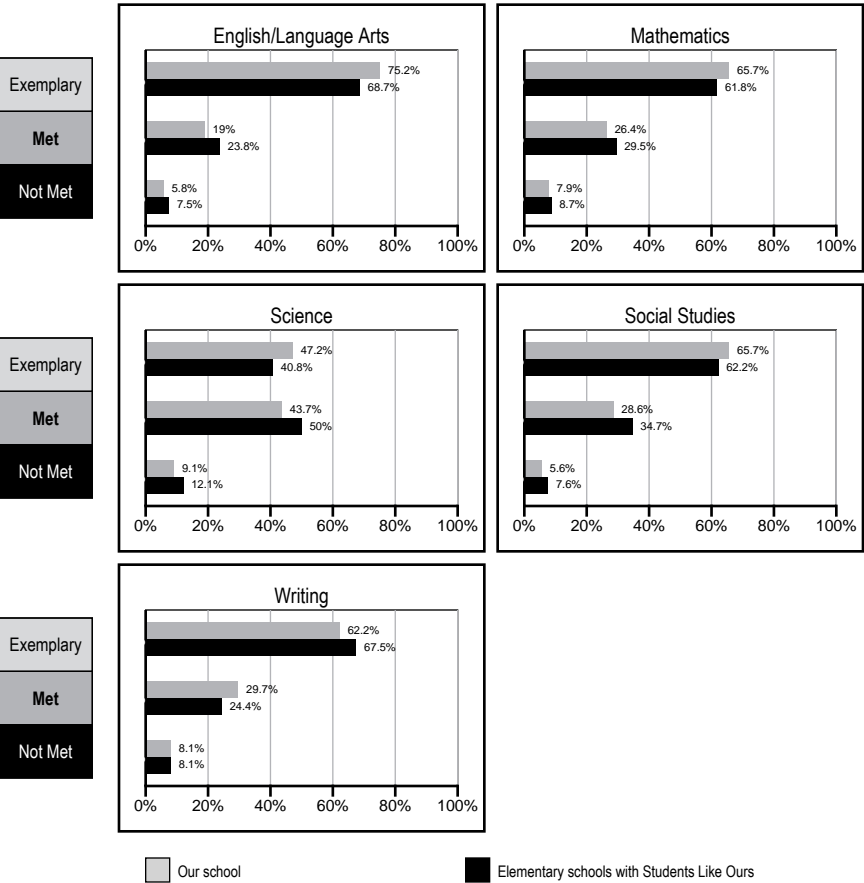
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
13	1	0	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=739)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Up from 0.1%	0.3%	1.2%
Attendance rate	99.9%	Up from 97.2%	97.0%	96.1%
Eligible for gifted and talented	35.8%	Up from 28.2%	38.4%	11.7%
With disabilities other than speech	5.1%	Up from 3.2%	4.7%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=55)</b>				
Teachers with advanced degrees	67.3%	No Change	67.0%	60.5%
Continuing contract teachers	87.3%	Down from 92.3%	89.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 84.7%	88.6%	87.0%
Teacher attendance rate	94.8%	Down from 95.4%	95.1%	95.4%
Average teacher salary*	\$53,497	Up 0.2%	\$50,257	\$47,288
Professional development days/teacher	6.7 days	Down from 9.4 days	8.4 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	6.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.7 to 1	20.7 to 1	19.2 to 1
Prime instructional time	93.6%	Up from 91.7%	93.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,893	Down 3.9%	\$7,893	\$7,548
Percent of expenditures for instruction**	66.9%	Up from 66.8%	67.2%	68.7%
Percent of expenditures for teacher salaries**	65.8%	Up from 65.2%	65.8%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## Report of Principal and School Improvement Council

The mission of Ballentine Elementary school is to provide exceptional classroom instruction with engaging learning opportunities that are differentiated to meet the needs of all children. This mission of excellence has remained our focus as we have earned an Excellent report card rating for six consecutive years. Our school has also been recognized as a Palmetto Gold and Silver Award school and for Closing the Achievement Gap for six consecutive years.

Our culture of learning, supported by high expectations for all, challenges our students to grow in character and self-discipline to achieve at their maximum potential. Through professional book studies, staff development opportunities, additional coursework and peer observations, our faculty continually strives to learn and grow to maximize the effectiveness of their instruction and to create the best possible learning environment. Over half of our teaching staff has earned National Board Certification.

In addition to a rigorous curriculum, high expectations for student achievement, and relevant learning experiences, our students learn to be good citizens through participation in numerous community service projects. Students become "others- minded" as they learn how we are all connected and how they can contribute their time and talents to make the world a better place. Students participated in awareness activities and fund raising efforts with well over \$10,000 going to the American Red Cross to go towards the Haiti Relief Fund, Project Pet, the American Heart Association's Jump Rope for Heart, American Cancer Society's Relay for Life, the Juvenile Diabetes Research Foundation, Ronald McDonald House, and Sister Care. They are also learning to be good stewards of our resources by learning about and raising funds for our state reptile, the loggerhead turtle, and through our Green Steps Initiative in which students are increasing our recycling efforts through terracycling and composting. Student leadership opportunities such as School Tools, Handy Helpers, Student Council, DARE, WBES, Student Ambassadors, Safety Patrol, and Waste Warriors are also designed to assist students in becoming responsible citizens.

The partnership between home, school, and the local community is strengthened through on-going communication, community service projects, an active Parent-Teacher Organization and School Improvement Council, and special family events at the school. Our parents and community assist us in ensuring that all students are appropriately provided for instructionally. Ballentine Elementary received three awards from the South Carolina National School Public Relations Association for our public relations efforts. Ballentine Elementary has also been nominated for the National Blue Ribbon School Award.

Our mission of continually striving for excellence and our strong partnership between home and school, combined with challenging and enriching instruction fosters a positive, supportive learning environment for all students.

Robin W. Bright, Principal  
Donald Pifer, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	100	80
Percent satisfied with learning environment	96.7%	98.0%	96.2%
Percent satisfied with social and physical environment	98.4%	99.0%	96.3%
Percent satisfied with school-home relations	98.4%	96.0%	92.4%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	390	100	6	19	75	96.4	90.5	83.5	Yes	Yes
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**Gender**

Male	193	100	6.3	20.6	73	95.2	87.7	80.1	N/A	N/A
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Female	197	100	5.6	17.4	76.9	97.4	93.5	87	N/A	N/A
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**Racial/Ethnic Group**

White	323	100	5.9	20.2	73.8	96.3	94.8	89.6	Yes	Yes
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African American	47	100	8.9	17.8	73.3	95.6	80.7	74.6	Yes	Yes
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Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	94.2	92.7	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	88.3	79.6	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
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**Disability Status**

Disabled	48	100	31.9	19.1	48.9	78.7	66.1	51.7	Yes	Yes
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	89.2	79	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	35	100	17.6	35.3	47.1	94.1	81.4	76.9	I/S	I/S
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**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	390	100	8.3	26	65.6	95.1	90.4	80.4	Yes	Yes
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**Gender**

Male	193	100	7.4	29.1	63.5	95.2	88.9	78.4	N/A	N/A
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Female	197	100	9.2	23.1	67.7	94.9	91.9	82.5	N/A	N/A
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**Racial/Ethnic Group**

White	323	100	7.8	25.5	66.7	94.7	94.8	87.8	Yes	Yes
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African American	47	100	15.6	35.6	48.9	95.6	80.1	69.3	Yes	Yes
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Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	93.7	93.5	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
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**Disability Status**

Disabled	48	100	27.7	31.9	40.4	80.9	65	46.1	Yes	Yes
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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**English Proficiency**

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	88	78.9	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	35	100	26.5	29.4	44.1	85.3	79.4	72.8	I/S	I/S
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\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	259	100	9	43.4	47.7	91	81.1	67.3
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**Gender**

Male	120	100	9.3	39	51.7	90.7	80.2	66.9
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Female	139	100	8.7	47.1	44.2	91.3	82	67.7
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**Racial/Ethnic Group**

White	215	100	6.5	44.4	49.1	93.5	88.8	79.6
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African American	33	100	28.1	43.8	28.1	71.9	63.8	49.7
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.5	84.4
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.3	59.4
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
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**Disability Status**

Disabled	30	100	20.7	37.9	41.4	79.3	52.9	33.8
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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**English Proficiency**

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.9	58.6
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**Socio-Economic Status**

Subsidized meals	24	100	16.7	45.8	37.5	83.3	63.8	55.4
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**Social Studies**

All Students	255	100	6	28.7	65.3	94	84.4	70.9
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**Gender**

Male	130	100	3.9	24.4	71.7	96.1	83.4	70.1
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Female	125	100	8.1	33.1	58.9	91.9	85.4	71.7
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**Racial/Ethnic Group**

White	212	100	5.7	27.6	66.7	94.3	89.2	79.2
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African American	29	100	10.7	50	39.3	89.3	73.2	58.4
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.5	86.8
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.2	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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**Disability Status**

Disabled	35	100	22.9	34.3	42.9	77.1	58.9	39.3
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.6	68
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**Socio-Economic Status**

Subsidized meals	20	100	5.3	47.4	47.4	94.7	71.7	60.8
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Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	390	98.7	7.9	29.7	62.4	92.1	81	72.1	99.9	98.8
Gender										
Male	191	97.9	10.3	34.2	55.4	89.7	75.2	65.2	99.9	98.7
Female	199	99.5	5.6	25.5	68.9	94.4	86.9	79.2	99.9	98.8
Racial/Ethnic Group										
White	323	99.1	8.2	29.9	61.9	91.8	87.5	80.8	99.9	98.8
African American	48	95.8	9.1	40.9	50	90.9	66	59.7	99.9	98.7
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	88.8	87	99.9	99.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.5	64.6	99.9	99
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	99
Disability Status										
Disabled	51	92.2	31.9	23.4	44.7	68.1	39.4	27.7	99.9	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.6	63.7	99.9	99.2
Socio-Economic Status										
Subsidized meals	36	100	20	45.7	34.3	80	64.4	61.9	99.9	98.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	125	100	5	12.5	82.5	95
	4	123	100	4.1	27.9	68	95.9
	5	136	100	4.4	33.8	61.8	95.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	143	100	3.5	13.5	83	96.5
	4	122	100	8.3	20.7	71.1	91.7
	5	124	100	6.6	23.1	70.2	93.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	125	100	10.8	30	59.2	89.2
	4	123	100	1.6	29.5	68.9	98.4
	5	136	100	4.4	36	59.6	95.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	143	100	8.5	29.8	61.7	91.5
	4	122	100	5.8	19.8	74.4	94.2
	5	124	100	9.9	28.1	62	90.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	64	96.9	8.3	63.3	28.3	91.7
	4	122	100	11.6	50.4	38	88.4
	5	67	100	6	64.2	29.9	94
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	73	100	18.1	36.1	45.8	81.9
	4	122	100	6.6	45.5	47.9	93.4
	5	63	100	3.2	46.8	50	96.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	61	100	5.1	27.1	67.8	94.9
	4	123	100	4.1	36.1	59.8	95.9
	5	69	100	2.9	29	68.1	97.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	72	100	1.4	35.2	63.4	98.6
	4	122	100	5.8	29.8	64.5	94.2
	5	61	100	11.9	18.6	69.5	88.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	123	100	8.3	21.7	70	91.7
	4	122	99.2	9.1	36.4	54.5	90.9
	5	136	100	9.6	35.3	55.1	90.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	144	97.9	9.4	25.9	64.7	90.6
	4	122	100	8.3	25.6	66.1	91.7
	5	124	98.4	5.8	38.3	55.8	94.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample